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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 25

MILITARY TRAINING

OF YOUTHS OF SCHOOL AGE IN FOREIGN COUNTRIES

By W. S. JESIEN
BUREAU OF EDUCATION

WASHINGTON
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CONTENTS.

	Page.
Letter of transmittal	4
Introduction	5
British Empire:	
England	11
Australia	12
New Zealand	15
Canada	15
France	16
Germany	20
Austria-Hungary:	
Austria	22
Hungary	23
Switzerland	24
Sweden	26
Norway	27
Italy	27
Russia	27
Netherlands	28
Greece	28
Japan	29
Mexico	29
Argentina	30
Bolivia	31
Bibliography	32
Appendix I. Program of preparatory military training in Bavaria	33
Appendix II. Program of preparatory military training in Switzerland	35

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, April 17, 1917.

SIR: To meet the demand for information as to what provision is made in the several countries of the world for military teaching for boys of school age, I have caused to be prepared the manuscript which is transmitted herewith and which I recommend for publication as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

MILITARY TRAINING OF YOUTHS OF SCHOOL AGE IN FOREIGN COUNTRIES.

INTRODUCTION.

The matter presented in this circular relates to the military training of youths of school age, conducted either as a part of the regular school work or by independent agencies. Military instruction, of the exact nature and to the same extent as that given to soldiers, is not found in the schools of any country of Europe except the special military schools. Such training is confined everywhere to the period of active service, and no attempt has ever been made to impose upon the school the task of producing fully trained soldiers. In many countries having universal military service the public schools provide for training boys in such elements of military science as may be conveniently combined with their physical training and at the same time prepare them for the active service awaiting every young man.

The attitude of foreign educators in the matter is well defined. They do not, as a rule, regard the military instruction as a successful substitute for the well-established systems of physical training and character building. They generally view it as an anomaly in the school system, justified only by the exigencies of national defense. The enthusiastic support they lend this work comes more from patriotic than from pedagogic motives. Occasionally, however, the beneficial effects of military training upon the moral and physical sides of boys' education are emphasized. Very marked results of this nature have been observed in Australia, which should have more than passing attention.

In France, where military training is a component part of the prescribed program of public primary schools, it is not approved by leading educators as a method of physical training, but it is recognized and commended as preparatory training for military service, intended to raise the efficiency of the French Army. The programs of public schools of France include gymnastics and moral instruction, the former as a means of building up the physique of the boys and the latter of developing their character; it is generally recognized that these two objects of education can not be perfectly attained by any system of military training.

On this subject one authority says:[1]

> Military training may present, as regards hygiene, serious inconveniences; it implies rigid discipline, which is condemned by true pedagogy. Outside of that it produces results that are only partial, limited, and special.

This opinion relates to military training regarded as a method of physical education. But by the same authority military instruction is termed "a work of urgent interest to the country and to all young citizens."

These quotations represent fairly the attitude of enlightened and patriotic French opinion.

An Austrian educator, Prof. E. Bausenwein, writes on the same subject as follows:[2]

> Shooting practice in the Austrian secondary schools was not introduced as a matter of sport to which one may be devoted or not but as a serious necessity, the effects of which are rightly estimated as of great importance for the defense of the State in a time of trial.

Although each country possesses its own system of military training of school youths, adapted to the specific conditions and purposes of the movement in each particular instance, a certain similarity of origin and organization of these movements may be observed. In most cases the source of the movement can be traced to the department of war, assisted by the department of education and patriotic organizations of citizens. Where military instruction is not an obligatory part of the public school curricula, it is promoted in the form of student organizations under the leadership of patriotic clubs and aided by Government grants and by the lease of Government property. In those countries where the Governments are not directly active in this work it often arises spontaneously under the guise of semimilitary clubs.

It is also a significant feature of all militaristic movements affecting the schools that they appear wherever and whenever special need is felt for raising the standard of the military preparedness of the nation. In France the movement was started after the disastrous war of 1870 and revived after the reduction of the term of active service in 1905. In Austria intensive military work in schools was launched after a similar reduction of the term of service. In Switzerland and Australia it accompanied the introduction of an abbreviated system of universal military service. During the period from 1908 to 1914, when apprehension of the oncoming European conflict was keen among the nations of the Continent, the training of school youths in warlike exercises was greatly extended. In Germany, according to Körperliche Erziehung, schoolboys were attracted in this period to numerous civilian rifle clubs and semimilitary organizations.

[1] L'Annuaire de la Jeunesse, 1914, p. 4.
[2] Körperliche Erziehung, June, 1912.

In a certain sense all work of a military nature performed by schoolboys, whether compulsory or voluntary, whether promoted by the State or by private agencies, and whether in the nature of extensive military training or of simple close order drill, is worthy of note in the present consideration. The differences that appear between the countries here treated are chiefly those of degree of universality and thoroughness of the training given. Australia and Switzerland have the best organized systems of preparatory military training; in both these countries this work is regarded as a part of the regular military training provided for the Army, the school simply relieving the military establishment of a part of its task and shortening thereby the term of training in the active service. In other countries, like Great Britain, the work appears in an unorganized, sporadic, and limited form, or in conjunction with training for other purposes. Between the two extremes represented by Switzerland and England there are several intermediate forms, such as (*a*) prescribed military drill, but in a limited extent, or (*b*) thorough military training, but conducted by outside agencies and therefore not obligatory, or (*c*) prescribed military training limited to certain kinds of schools, etc.

For a comparative view, a bare outline of the systems prevailing in various countries is given below. It will be seen that the list includes all the important countries for which information is at present available. This outline is followed by detailed statements for the several countries and a bibliography.

BRITISH EMPIRE.

England.—Strictly voluntary work carried on by private agencies.

Australia.—Military instruction compulsory for all boys from 12 to 18 years of age.

New Zealand.—Military instruction compulsory for boys over 14 years.

Canada.—Military instruction carried on in voluntary cadet corps.

FRANCE.

Prescribed military instruction without arms, and rifle practice in elementary and higher elementary schools. Ages 9 to 13 years; rifle practice limited to boys over 10 years of age. Specially trained instructors. Strong organizations carry on the work of military preparation among older boys.

GERMANY.

Voluntary organizations of older public-school pupils and students of secondary schools. Training *without arms*. Decrees issued during the war provide for preparatory military training of all boys over 16 years of age.

AUSTRIA-HUNGARY.

Austria.—Voluntary organizations for military training of pupils of secondary schools, under Government protectorate. Optional rifle practice in the last two years of secondary schools.

Hungary.—Military training obligatory in the last three years of certain gymnasia designated by the Government. Voluntary rifle clubs in secondary schools. Military drill in primary schools.

SWITZERLAND.

Instruction in military gymnastics in elementary schools obligatory throughout the school age. Conducted by specially trained instructors. Voluntary rifle practice and military drill both with and without arms.

SWEDEN.

Compulsory rifle practice in public secondary schools for boys from 15 to 18 years of age. Given by special instructors.

NORWAY.

Voluntary rifle practice.

ITALY.

Military training given as obligatory subject in "national colleges." Private agencies provide for simple military drill for younger boys.

SPAIN.

No distinct military training is given. Some simple drill is included in the program of physical training.

PORTUGAL.

No military training is given in schools. The subject of "physical culture," which is taught generally, includes simple drill without arms. Boy Scout organizations are numerous.

RUSSIA.

Prescribed military gymnastics in elementary and secondary schools.

NETHERLANDS.

Military training given in voluntary organizations for boys over 15 years of age.

GREECE.

Very intensive military instruction is given in gymnasia, under the patronage of the King. Simple drill obtains in all public schools in connection with physical training.

JAPAN.

Military gymnastics obligatory in elementary, secondary, and normal schools.

MEXICO.

Obligatory military drill with arms in all primary and secondary schools. Regulated by State laws.

ARGENTINA.

Obligatory military training in the last two years of secondary schools. Specially trained instructors.

BOLIVIA.

Simple drill in connection with gymnastics.

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BRITISH EMPIRE.

ENGLAND.

All the training of schoolboys in England of a military or semi-military character is conducted by outside agencies. The only attempt to introduce this training into the regular work of the schools was made in 1906, the date of Haldane's Territorial Forces Act. The bill included a provision for compulsory military drill in schools, but owing to determined opposition, both in Parliament and in the country, this provision of the bill was rejected.

The voluntary organizations enroll only a small proportion of the youths of England, but in a certain sense their importance is incommensurate with mere numbers. This is especially true in reference to the cadet corps, which have been in existence for over 55 years and have become part of the educational system of the country in almost the same degree as cricket and football teams. It was observed that a surprisingly large number of young men enlisted in Kitchener's army had previous military drill in cadet corps, which proved of great advantage in their hurried preparation for active service.

The organization of English cadet corps is well known; these bodies still continue to be a model for similar organizations in the United States. The cadet corps were first founded in 1860 and in the course of a few years spread rapidly throughout the country. A revival of the movement occurred in 1906, directly following the defeat of the provision for compulsory military training in schools, mentioned above. This revival was especially noticeable in secondary schools, where many new battalions were formed.

The European war stimulated a new interest in the matter. The question of compulsory military training in schools was again raised, and various suggestions were advanced as to the most expedient methods of organizing this work. No decisive steps, however, have been taken thus far.

In recent discussions of the subject the trend of opinion seems to be against cadet corps and in favor of organizations that entail less expense and, at the same time, are capable of attracting larger numbers of pupils. It is pointed out that the cost of uniforms, the difficulties connected with the selection of a proper kind of rifles, the want of officers, and other conditions prevailing in the cadet-corps

system tend to limit membership in the corps to an exclusive group of students. To overcome these difficulties nonuniformed corps have been organized. The boys drill with wooden dummy rifles under the command of teachers. For target practice small-caliber rifles are used. Infantry drill is conducted in accordance with the latest army regulations. The chief advantage of this system lies in the fact that *all* pupils of a given school participate in the work of the corps, and the drills form a part of the ordinary school program.

The first nonuniformed corps was established in 1881 at the Hackney Downs school and has been conducted with considerable success down to the present time.

Junior divisions of officers' training corps are organized in many schools. These courses correspond to similar courses of reserve officers' training corps in the United States. They have proved very useful during the war.

Among organizations not avowedly military, but devoted to exercises of a military or semimilitary character, the most popular in England are boys' brigades, church-lads' brigades, and boy scouts.

Boys' brigades were founded originally in Glasgow, in 1883, by W. A. Smith. The object of the brigades is to develop in the young generation a Christian manliness by means of physical training and discipline. The brigades exercise in military movements and gymnastics, participate in summer camps, and attend religious services and classes. The movement gradually spread to the English colonies and the United States; at present the estimated number of boys in the brigades in the English-speaking countries is over 100,000.

Church-lads' brigades are similar organizations confined to the Anglican communion.

The boy-scout movement, originated in 1908 by Maj. Gen. Baden-Powell, has been adopted by almost every civilized nation. Although the movement is nonmilitary, it is generally admitted that the qualities of character and mind developed in the boys by the scout system are those highly valued in military service and indispensable in at least one branch of that service, namely, scouting and patrolling.

AUSTRALIA.

The "Defense Acts" adopted in succession during the period from 1903 to 1911 form the basis of the military organization of the Commonwealth. The military instruction given in schools is part of the system of national defense and as such is fully provided for and regulated by the acts.

By the latest measures all male inhabitants of Australia who are British subjects and have resided in the Commonwealth for six months must serve in the citizen's army. The compulsion extends

over the entire period of training, which is divided into three cycles as follows:

(*a*) From 12 to 14 years of age, in the junior cadets.
(*b*) From 14 to 18 years of age, in the senior cadets.
(*c*) From 18 to 26 years of age, in the citizen force.

Junior cadets.—Junior cadet training, lasting for two years, consists of 90 hours each year, and begins on the 1st of July in the year in which the boy reaches the age of 12 years. This period of training aims at developing the cadet's physique. It consists principally of physical training for at least 15 minutes each school day and elementary marching drill. The following subjects are also taught: Miniature rifle shooting; swimming; running exercises in organized games; first aid; and (in schools in naval training areas) mariners' compass and elementary signaling. The junior cadets are not organized as military bodies and do not wear uniform. The Commonwealth Government maintains a staff of special instructors of physical training, by whom classes are held for school-teachers in all districts of the Commonwealth in order to increase the science and proficiency of the latter in the military subjects they are to teach in their schools. The inspectors of schools supervise the training and inspect the cadets on behalf of the defense department.

Senior cadets.—Senior cadet training lasting for four years begins on the 1st of July of the year in which the boy reaches the age of 14 years. On entering this part of the course each cadet must present himself for registration and show that he has completed the necessary training in his thirteenth and fourteenth years. The senior cadet course consists of 40 drills each year, of which 4 are classed as whole days of not less than four hours, 12 as half days of not less than two hours, the remainder being night drills of not less than one hour. This allotment of time may be modified to meet special conditions, but the minimum efficient service required of senior cadets is invariably 64 hours per annum. Registration of every male born in 1894 and subsequently, and who has resided for six months in the Commonwealth, must be effected in the first two months of the calendar year in which he completes his fourteenth year.

The four years' work covers the foundation necessary for any arm of the service. It comprises marching, handling of arms, musketry, physical drill, first aid, guards and sentries, tactical training as a company in elementary field work, and elementary battalion drill. Discipline is strongly inculcated.

On the 1st of July of the year in which he completes his eighteenth year the cadet enters the period of adult service and is assigned to the arm of the service in accordance with his preference or special qualifications.

Enforcement of the compulsion.—The training, both in junior and senior cadets, is compulsory for all boys except aliens and non-Europeans. Theological students are exempt from training. In some sparsely populated districts the compulsion is not applied as rigidly as in other districts because of undue hardships that it would impose.

Employers, parents, and guardians may not, under a heavy penalty, prevent any employee, son, or ward who is in training from rendering service; penalties are also imposed upon cadets evading service. Penalties take the form of money fines or detention in military custody under enforced training and discipline. Evasion is also punished by ineligibility for any employment in the public service of the Commonwealth. Children's courts are used where possible for the prosecution of cadets under the age of 16 years.

While in training senior cadets and soldiers are required to satisfy certain requirements of efficiency and are tested every year. Those failing to pass in the annual test must do an extra year's training. Each senior cadet must pass four annual tests of efficiency.

Instructors.—Both cadets and enlisted men are trained by a military instructional staff consisting of Army officers and noncommissioned and warrant officers. This staff was organized immediately after the enactment of the law, and the officers and noncommissioned officers selected as instructors were put through a short course of special training.

Operation of the system.—A slight amount of opposition has been manifested to the system. This, however, was principally for personal or religious considerations. It is claimed that the scheme, both before its inception and since its successful inauguration, has had the support of leading statesmen of all political views, as well as the vast majority of the citizens of the Commonwealth. Much interest and willingness is shown on the part of the youths in training, which is evidenced by a great amount of voluntary work done, such as athletic, gymnastic, target practice, etc. A marked improvement has quite lately become apparent in the general conduct and bearing of the youths of Australia, and it is claimed that this is the effect of the system of universal training. As a result of inquiries made in 1914, the police authorities in all the States concurred in the opinion that the behavior of the youths who are subject to the training is vastly improved. It is stated that, both mentally and morally as well as physically, the benefits are very definite, and that the principal effects of a beneficial nature are increased self-respect, diminution of juvenile cigarette smoking, and "larrikinism," and generally a tendency toward a sense of responsibility and a desire to become good citizens.

In regard to opposition to the system, the percentage of prosecutions to number liable for training in 1914 was 5.38. This figure

includes all classes of cadet and active service; it also includes the parents, employers, and guardians.

Statistics.—In 1914 there were 87,000 senior cadets undergoing compulsory training and nearly 50,000 junior cadets were certified for physical training. The number of citizen soldiers in training was more than 51,000.

NEW ZEALAND.

The Defense Act of 1910–11 makes military training compulsory for every male New Zealander from the age of 14 years to the age of 25 years, after which he serves in the reserves up to the age of 30.

The first period, beginning when the boy reaches the age of 14, or completes the course of a primary school, is known as senior cadet age. The training given in this period is similar to that given in Australia, and consists of a system of military drills, rifle practice, etc. Senior cadets are part of the army organization in every respect, except that they are not liable to be called to arms.

On reaching the age of 18 years, if found physically fit, a cadet is drafted into the Territorial Force.

In 1914 there were 25,300 cadets in training in New Zealand.

In various reports on the effects of the cadet system, beneficial physical and moral results are invariably emphasized. Employers and other persons concerned remark upon the improvement of the cadets in their general conduct, physique, and sense of civil obligations.

CANADA.

Military training of youth of school age in Canada, while not embodied in any obligatory system, has attained a high measure of uniform development through the combined efforts of educational and military authorities, and of the Strathcona Trust, to which is committed a fund ($500,000) given by Lord Strathcona for the promotion of physical culture, military training, and rifle practice in the schools of Canada. Local committees of the trust are established in the several Provinces, and the interest derived from the fund is distributed among them according to a fixed scheme.[1]

In the majority of the Provinces physical training is a prescribed subject in all primary schools. Since this training includes, as a rule, simple military drill, it serves as a preparation for subsequent military services. Formal military training is given in voluntary cadet corps, which are organized in accordance with the official "Regulations for the Cadet Services of Canada, 1913," and subsequent amendments.

[1] See Rept. of Commis. of Educ., 1916, Vol. I, pp. 525–526.

The corps are classified as follows: (1) Those consisting of pupils in attendance at colleges and schools controlled by provincial government; (2) those composed of pupils in attendance at colleges and schools not under Government control; and (3) those composed of boys who, with the permission of their parents, prefer to join corps unconnected with educational establishments. The age limits for cadets are 12 to 18 years. Where a cadet corps is affiliated with an educational institution, a bona fide student who exceeds the regulation age may join the corps or continue to be a member, provided there is no militia unit affiliated with the institution which he might join. Instruction is given as far as possible by the ordinary schoolteachers, who must be fully qualified by attendance at a military school of instruction and holding a cadet instructor's certificate or its equivalent. The syllabus of instruction includes general physical training and military drill, semaphore signaling, and the use of arms (rifles and gallery-practice guns being supplied by the Government).

FRANCE.

The movement in favor of an extensive education of youth in military arts was started immediately following the war of 1870. In 1871 the minister of public instruction, Jules Simon, issued a circular to school principals advising them to devote special attention in their schools to physical training and instruction in the handling of arms. The law of January 21, 1880, made physical training, including military drill, obligatory in all public schools. The law was followed by a manual of gymnastics and military training in two volumes, edited by a special commission and issued by the ministry of public instruction. A circular issued by the minister in connection with the appearance of this textbook made an earnest appeal to school principals to give the matter of military training thorough consideration. The circular said:

> You know the purpose of this training; you know what importance we ought to attach to it. To use the expression of the honorable author of the bill on physical training, "It is not simply a matter of health, of bodily vigor, of the physical education of French youth; it is equally a matter of the successful operation of our military laws, of the composition and strength of our army."

The military training prescribed by the law consisted of drill without arms, and shooting practice; the latter, however, was not introduced at once owing to delay on the part of the authorities in providing the rifles. In July, 1881, an appropriation of 1,000,000 francs for military training in schools enabled the Government to purchase 52,600 rifles. These rifles were adapted for target practice exclusively. In many localities, however, school authorities procured

rifles of the service pattern, but of lighter weight and constructed so they could not be fired; these were used for drills with arms. In Paris, and later in numerous places in the province, especially in eastern Departments, school cadet corps were organized soon after the promulgation of the new law. These organizations, called "bataillons scolaires," became very popular both with the students and the public.

In 1882 the battalions received official sanction and regulations, and military training was introduced as a distinct subject into the curricula of public schools.

The school battalions were composed of boys over 12 years of age, whose fitness for receiving military instruction had been attested by a commission consisting of two officers designated by military authorities and a school inspector. Each battalion was authorized by the local chief of police. The ministry furnished distinctive flags for the battalions that achieved satisfactory progress after the first year of existence. The instructors were designated and supplied by military authorities. Drill rifles used by the battalions were made so they could not be used for shooting. For target practice, which was limited to students over 14 years of age, small caliber rifles were used, and ammunition was distributed with the usual precautions. Uniforms were not obligatory, but most of the school battalions adopted uniforms patterned after those first introduced in Paris—short jackets, long, marine-blue trousers, and Scotch bonnets.

The life of the school battalions was short. The records of the ministry of public instruction show that the last flags were distributed in 1886, after which date the battalions were disbanded. Among the reasons given for the failure of these organizations are:[1]

The deterioration of the spirit that animated the original promoters of this work, and the consequent meagerness of the results obtained; lack of public interest and support that became manifest as this change took place.

The idea that prompted the creation of the school battalions survived the crisis, however, and soon found expression in a more practical and more efficient form of "Union des sociétés d'instruction militaire de France," founded in 1890, which merged, in 1907, with the "Association nationale de préparation des jeunes gens au service militaire" to form the now celebrated organization "Union des sociétés de préparation militaire de France." The work of this organization is discussed below.

As regards the prescribed programs of military instruction in primary schools, the order of 1882 was replaced in 1887 by new regulations which limited the instruction to the middle and higher

[1] F. Buisson. Nouveau dictionnaire de pedagogie. Paris, 1911.

divisions of elementary schools, to be pursued according to the following outline:

Middle division.—Exercises in marching, alignment, formation of squads, etc. Preparation for military service.

Higher division.—School of the soldier without arms. Principles of the several steps. Alignments, marches, countermarches, and halts. Changing the direction.

According to latest advices (Annuaire de la Jeunesse, 1914) this program is still in effect.

In higher elementary schools the official programs comprise, in addition to gymnastics, the "preparatory military exercises" consisting in advanced drills and maneuvers.

An order of July 27, 1893, in force to date, added target practice to this program. The full text of this order is as follows:

In the middle course and the higher course of public primary schools the following addition is made to the program of military exercises, to wit: For pupils over 10 years of age exercises in shooting at 10 meters with Flobert rifles. (The name Flobert is given to several makes of small-bore guns, mostly .22 caliber.)

Since the enactment of this order two circulars have been issued by the minister of public instruction dated, respectively, June 27, 1903, and April 26, 1907, regulating the conduct of gun practice in the schools. The latter circular is especially interesting as an evidence of the zeal with which this work is promoted by the Government. This circular says:

The order of July 27, 1893, enacted by the superior council of public instruction, has introduced rifle practice into the programs of elementary schools.

Since the law of March 21, 1905 (reducing the term of service in the regular army to two years), was put into effect, the question of practical organization of that instruction in the schools has assumed an urgent character as never before. This question was the object of a new investigation by a commission composed of representatives of the departments of war and public instruction.

The commission has adopted a number of resolutions which I approved in accord with my colleague, the minister of war, and whose tenor is as follows:

1. The teachers are most urgently invited to give instruction in shooting at short distance in the schools; it is recommended in case where there is not yet an organization operating to their satisfaction, that they shall proceed to organize small school rifle clubs and to establish, in connection with these, continuation sections intended to secure the extension of the practice until the period of military service and even after, if practicable.

2. The work thus instituted will enjoy the rights and privileges attached to continuation military training, especially the supplementary leaves and remunerations, as provided for such cases.

3. The inspectors of primary schools shall report every year as to organization of target practice in the schools of their respective districts and communicate the names of teachers most distinguished in this respect; they shall, for the information of higher administration, indicate in their reports, if appropriate, the reasons why certain schools in their districts have not been able

to organize this instruction and what assistance could be offered them to help them achieve positive results.

4. The instructors must be invited to bring their schools to participation in the contests of primary schools, which are organized annually with my approval by the "Union des sociétés de tir de France."

5. The prefects shall be invited to indicate to city mayors the earnest desire of the Government to have target practice organized in schools of every commune; the prefects shall be also asked to direct, by a special circular to each Department, the attention of mayors to the necessity of their arranging conferences on the subject with the teachers and aiding the latter to the greatest extent possible. They shall be also invited to point out to their general councils the importance of their effective participation in this work.

6. The minister of war, who is authorized by the law to accord some teachers exemption from one of the two periods of service, has decided that these exemptions shall be granted by right to all teachers providing for instruction in shooting in their schools. He will address letters of recognition, with mention in the Official Bulletin, to teachers recommended to him as most distinguished in this work.

7. All rifle clubs formed in the public elementary schools and comprising a continuation course may enjoy the rights accorded by the instructions of June 21, 1904, to mixed rifle clubs.

They shall apply in this connection to the general commander of the division, who will serve as an intermediary between them and the ministry of war.

The circular closes with practical suggestions relating to the organization of school rifle practice.

SOCIETIES OF MILITARY PREPARATION.

The numerous societies of military preparation are federated into "L'Union des sociétés de préparation militaire," composed of 52 departmental federations and committees, with a total number of 1,050 societies and 300,000 members. The union encourages the organization of new societies and offers them active and pecuniary assistance.

The activity of the societies has assumed a more definite form since the institution, by the law of April 8, 1903, of the so-called brevet d'aptitude militaire. The *brevet* is a certificate of preliminary military training conferring upon the bearer certain privileges relating to the period of active service. He is entitled to (1) a special term of service in advance of the date of conscription, (2) choice of the corps in which to serve, (3) special rights for promotion to the rank of corporal or "brigadier," (4) assignment to special services. The brevet d'aptitude militaire is obtained upon passage of an examination prescribed by the law already referred to. The examination may be taken either in advance of the date of conscription or during the service.

GERMANY.

Germany was the first nation to introduce universal military service. The system was initiated in Prussia in 1814 and was soon extended to the other German States, thus laying the foundation of Germany's military organization. Military training of schoolboys was early recognized as an important adjunct of the training of the troops. In 1808 the Prussian minister, Vom Stein, recommended the introduction of exercises in the use of arms in all city schools. Following this action several schools developed programs of military training of considerable efficiency. After the Napoleonic wars, however, the country entered upon a course of military preparedness for all males, which was carried out on a vast and thoroughgoing plan that made the assistance of the schoolmaster no longer needed or desired.

The matter of military training in schools was not again revived until shortly before the outbreak of the European war. The present status of this work is that of a series of emergency measures undertaken both within and outside the schools in order to speed the training of youths approaching the military age so that they may be placed in the trenches as early as practicable. There are, however, several organizations whose activities have been developing for some time and have indications of permanency. These societies are known under the collective name of Jugendwehren (juvenile military organizations). The most renowned is the Jugendwehr of Berlin, founded in 1896, which numbers 600 to 700 members. Jugendwehren do not limit their activities to schoolboys, although the great majority of members are pupils of various schools. The age limits for members are from 14 to 20 years.

The Jugendwehren arrange drills on Sundays in army barracks or vacant grounds. The training comprises exercises in different military services. The Berlin organization is composed of five companies and several separate troops, such as musicians, marine corps, sanitary corps, etc. Many young men who have had this training are given special credit for promotion in active service.

Jugendwehren are often organized in individual schools; membership is then limited to students of the particular school. Such organizations are especially numerous in gymnasia and "real schools."

Among the federations of Jugendwehren the strongest is the Blue-white-blue Union. It comprises 70 juvenile corps, companies, or battalions located mostly in the northern Provinces. There are also various local organizations and unions of organizations with different programs and forms of activities. Some of the unions like the Blue-white-blues mentioned above, wear distinctive combinations of colors.

As a rule, Jugendwehren pursue military or semimilitary training *without arms*. They arrange long marches, field exercises, and maneuvers, as well as exercises in the activities of auxiliary corps of the army.

The Boy Scout movement has been adopted in Germany in a modified form under the name of Pfadfinder (pathfinders). This organization is of recent origin, but its attraction for boys has made its progress extremely rapid. In 1912 the federation of pathfinders in Germany had a membership of 24,000, with 600 field masters. Pathfinders are recruited among older pupils and graduates of public schools and students of secondary schools. The uniform is similar to that of the Boy Scouts; it consists of a soft hat, jacket, knee breeches, a soft shirt, and belt. The equipment varies according to the kind of work performed. When out for fieldwork, the boys carry trench spades and picks. They do not exercise with arms, but otherwise their activities are decidedly military. The training of a pathfinder includes camp life, with all the requirements of physical endurance, strength of character, and self-reliance that it imposes. Pathfinders learn how to cook their food, how to save lives in emergency, and how to offer first aid. They are taught to orient themselves in forests, to climb mountains, to trail imaginary smugglers or "enemy," etc. They observe a code of personal conduct of a practical nature, comprising numerous instructions relating to morals, hygiene, thrift, etc.

The pathfinders are federated into several State and provincial organizations, of which the Wehrkraft of Bavaria is the most powerful.

In 1911 a new organization for military training of youth was founded in Berlin by General Field Marshal von der Goltz. It is known under the name of Jungdeutschland (Young Germany), and its object is to prepare boys of school age for military duty by means of exercises of a direct military character. Army officers and sergeants act as instructors. The work done by the "Young Germans" comprises drills, gymnastics, bicycling, marching, field exercises, patrolling, small feats of military engineering, etc.

In 1914 a joint decree was issued by the Prussian ministries of war, ecclesiastical and educational affairs, and the interior, requiring that all boys over 16 years of age, not yet in active service, should receive preparatory military training. The measure was to remain in force for the duration of the war. The training provided by the decree is voluntary, but a sort of moral compulsion is applied to the negligent. The communal authorities were charged with the organization of this work. Owing to the disorganization of schools, the measure could not be carried out on a uniform plan. In many localities military instruction is given within the school hours as a

part of the prescribed program. The average time allotted to this work is two hours per week; it is generally combined with gymnastics, and does not comprise exercises with arms. Other German States have made similar provisions. In Bavaria military training of youth is conducted on an extensive scale by private societies, with encouragement and assistance of the State government. The Bavarian "Wehrkraftverein," the most important organization for preparatory military training in the Kingdom, made public the program of instruction given to boys over 16 years of age, both in and outside the schools. This program gives an instructive evidence of the thoroughness and efficiency of the training offered in Wehrkraft's units. The full program is given in Appendix I.

AUSTRIA-HUNGARY.

AUSTRIA.

Military instruction is pursued in secondary schools by voluntary organizations of students. These organizations form a national federation, *K. K. Reichsbund der Knabenhorte und Jugendwehren*, with headquarters in Vienna. The federation was founded in 1908. In 1913 the number of federated organizations was 776 with 36,673 members. The funds of the federation amounted, at the same time, to 58,010 crowns. The federation is supported by the Government and was under the patronage of the present Austrian Emperor before his accession to the throne.

An order of the ministry of worship and public instruction, issued in October, 1910, introduced optional rifle practice in secondary schools. This instruction is offered to students of the last two classes of gymnasia and similar schools, and is given by specially trained instructors and army officers. The classes are in session two hours per week, exclusive of holidays and vacations, but not less than 50 hours in a year. The instruction consists of (*a*) theoretical instruction and preliminary exercises, (*b*) blank firing, (*c*) rifle practice with ball cartridges, shooting connected with theoretical instruction, marksmanship matches, and (*d*) estimation of distance.

Rifle practice takes place in school playgrounds, or on military grounds by arrangement with military authorities; the military furnishes all necessary material. Army rifles and ammunition are used, although for preliminary practice special gallery-practice cartridges are furnished, charged with percussion caps only. Students of secondary schools manifest great interest in this work, and in 1912 (according to Körperliche Erziehung, No. 6, 1912) from 70 to 80 per cent of qualified pupils in many schools participated in the shooting classes.

HUNGARY.

Military training preparatory to active service is promoted in Hungary by an organization called "Nationale Phalanx." The boys organized in the phalanx receive general military instruction and practice shooting with army rifles. Special attention is paid to the physical development of the youth. The organization is intended for boys who have graduated from public elementary schools. Besides giving military and gymnastic instruction, it also endeavors to awaken in the boys a patriotic spirit, to raise the level of their moral interests, and to promote national games and songs. In order to popularize its work, the phalanx arranges every year in each district or parish a public competition in games and military exercises.

In secondary schools military instruction has assumed a more formal development. In the school year 1905-6 a *reformed obergymnasium* at Zilah petitioned the ministry of national defense (Honvedministerium) to furnish teachers, rifles, ammunition, and equipment for a course in military instruction organized in the institution. This request was complied with. The course established in the Zilah obergymnasium was for students of the four higher classes, and instruction was given on Sunday afternoons and vacation days. The example of Zilah was followed by several other gymnasia. The Catholic Church administration of the Siebenburg district introduced military training of this kind as an obligatory subject in eight secondary schools under its control. In other schools student societies took the initiative and began to drill and practice in target shooting. The military authorities promptly and willingly lent their assistance to every organization or school applying for instructors, arms, and ammunition.

In 1915 a decree of the minister of education made military instruction obligatory in the last three years of certain gymnasia recognized as situated opportunely for the conduct of such instruction. In the institutions designated only those students are excepted from military training who are recognized as unfit by a school physician or the school authorities.

For the purpose of military drill students are organized in companies of 60 men each. Both regular teachers of gymnastics and army officers (of the reserve force) are employed as instructors. The military instruction partly occupies the time formerly allotted to physical training and partly covers the hours of recreations and games. For field exercises are assigned two entire days and three half days in each school year. The instruction is theoretical and practical and comprises the regular military subjects, except rifle practice, which is pursued by voluntary clubs of students.

In 1903 Herr Von Szemere, a representative in the Hungarian Parliament, founded the first students' rifle club as a subdivision

of the university athletic club of Budapest. This action was indorsed by the ministry of national defense and an able officer was assigned as an instructor. At the end of 1912 the number of juvenile rifle clubs in Hungary had grown to 183, with a membership of 7,836. Of this number 5,243 were students of secondary schools. As the total number of students in the last two classes of secondary schools was at that time 9,878, fully 53 per cent of students participated in rifle clubs.

As regards the pupils of public elementary schools, a sort of military training had been given them long before the movement affected the higher classes of schools.

In 1906–7 [1] military training was given in 150 elementary schools. The programs of this instruction are said to be very practical and efficient. Special attention is given to estimating distance, the pupils being trained to formulate at sight the distance of different points indicated by the teacher. The skill thus achieved is of great importance in long-range shooting; at the same time the exercise serves to improve the vision of the pupils overfatigued by study.

SWITZERLAND.

Military training in public schools of Switzerland is in the nature of preparation for the soldier's training received later in the active army by every able-bodied male citizen. The system of universal military service of the Swiss Republic provides only for a short period of training, on the assumption that every recruit has received the necessary preparation in his public-school course; therefore, this "preparatory gymnastics," as it is termed, is regarded as of utmost importance for the proper operation of the Swiss military law; in fact, it is an integral part of the military system. The act of April 12, 1907, forming the basis of the Swiss system of citizens' army, gives the main lines of the training required in the schools, in the following articles:

ACT FOR MILITARY ORGANIZATION OF THE SWISS REPUBLIC.

PART III. INSTRUCTION OF THE ARMY.

1. Preparatory Instruction.

ARTICLE 102. The Cantons provide for a course in calisthenics for young men during their school courses. This calisthenic exercise is administered by instructors trained for the work in normal schools and in the schools for physical training masters instituted by the Confederation. The Confederation exercises ultimate surveillance over these provisions.

[1] No later figures are available.

ART. 103. The Confederation encourages all associations and, in general, all efforts toward the bodily development of its young men from the time of their leaving school until incorporated in the army.

A physical examination takes place at the time of enlistment.

The Confederation imposes restrictions upon the preparatory physical instruction. It organizes the schools for monitors.

ART. 104. The Confederation similarly grants subsidies to associations and, in general, for all attempts having as object the military instruction of its young men before the age of military service. The Confederation sees that instruction in firing is made of primary importance, and gratuitously furnishes arms, ammunition, and equipment. The Federal Council fixes the necessary regulations.

As now in operation, the preliminary military training is conducted in two forms: (*a*) Compulsory "preparatory gymnastics" given in public schools as a part of official programs, and (*b*) voluntary drill and rifle shooting given outside the school, in cadet corps organized in accordance with article 104 of the act of 1907.

Preparatory gymnastics.—Regular attendance at the classes of preparatory gymnastics is obligatory for boys during the entire legal school age; children can be excused from taking this instruction only by special permit of the war department. This subject is taught by specially trained instructors, and is given a minimum of two hours per week in every school year.

The course is divided into three parts comprising, respectively, the ages: (1) From the entrance to and including 9 years of age, (2) from 10 to 12 years, and (3) from 13 years to the end of the school period. In the first part instruction consists mainly of games and free exercises. The last two parts embody the regulations of "physical training schools for preparatory military instruction" for which special manuals have been prepared by the Federal authorities.

A detailed program of the instruction comprised in each part of the course is given in Appendix II.

Voluntary cadet corps.—The voluntary cadet corps are organized in three groups, according to the kind of training pursued; there are corps for drill with arms, without arms, and for target practice. The Federal Government encourages the establishment of new corps and the development of those existing by an untiring activity in the form of circulars to teachers, prizes and subsidies to students, issue of rifles and ammunition, etc. As the ultimate aim of this work is to attract every boy to some sort of preparatory military training, special emphasis is placed on the complete representation of every school in the enrollment; for this purpose the cooperation of the teachers is solicited by the Federal Government.

Instruction in the cadet corps is given by army officers. Members of each corps wear distinctive uniforms. For target practice the Federal Government furnishes light rifles and ammunition. To en-

courage this practice a prize of 5 francs is given to each cadet who comes up to a certain standard of proficiency in marksmanship.

The growth of the cadet corps since the enactment of the military law of 1907 has been steady, and the interest of the boys in this work is such that practically every Swiss school boy is enrolled in some voluntary cadet corps.

The establishment of the "Cours des jeunes tireurs," corps specially devoted to target practice, was at once attended with great success. The enrollment in these corps in 1910 was 1,141; in 1912 it increased to 2,397.

The drill corps have likewise made considerable progress. From a membership of 10,950 in 1908 they increased during the four years ending with 1912 to 12,821 drilling with arms and 8,744 drilling without arms, or a total of 21,565.

SWEDEN.[1]

Compulsory military training was introduced into Swedish schools about 50 years ago, in connection with the rifle-volunteer movement which at that time began to make progress. About 10 years ago the military exercises were altered to rifle practice, i. e., the training concentrated more upon shooting than upon ordinary military drill. Rifle practice is not given in elementary schools, excepting those in Stockholm. It is compulsory, however, in all public secondary schools (die deutschen Gymnasien), the age limits of training being 15 to 18. In Sweden there are only a few private secondary schools, and in some but not all of these instruction in rifle practice is given. Moreover, it is given in technical schools of secondary type and in training schools for teachers. Military training forms a part of the ordinary course of secondary education; consequently the Government appropriates a sum of 50,000 Swedish crowns annually to supply rifles, ammunition, ranges, etc.

The boys devote 60 hours yearly to rifle practice, the time being distributed over the first 15 week days of every school year during the last four years of the course (i. e., from 15 to 18 years of age, inclusive). Four hours each day on these prescribed days are spent in military exercises, the remainder of the day being occupied with ordinary school work.

Instruction is given by special instructors appointed by the secretary of state for war. In general, they are the teachers of gymnastics of the respective schools. These instructors are in most cases

[1] A. B. Wood: The Military Training of Youth in Schools. A report, based on official information, read before the Section of Educational Science of the British Association, at Manchester, Sept. 9, 1915.

men on the active-service list. A Swedish authority considers that the training has produced an undisputed beneficial effect on the boys, and has made them well fitted for their subsequent military training in the Swedish Army.

NORWAY.

Military training in the form of what might be called professional drill is not given in Norwegian schools. Although rifle practice is not compulsory, it is promoted by voluntary courses and is extremely popular with the youth of Norway. It is also encouraged in the schools by large Government grants.

ITALY.[1]

In Italy, outside of the special military schools, military training as such is given only in what are called "national colleges." These institutions are controlled and subsidized by the Government. In scope they correspond to the gymnasia, but are all boarding schools; the students wear uniforms and are under discipline all the time. Twice or three times a week they are obliged to attend military drills comprising exercises with and without arms and rifle shooting.

As regards other schools, no military training is prescribed, but various military and semimilitary clubs have numerous followers among the school boys. The most popular of these are the Ricreatori, organizations arranging Sunday recreations in the form of gymnastic exercises, marches, drills, etc. Members of these organizations wear uniforms and usually have a brass band accompanying them in public exhibitions.

RUSSIA.

Military drill is given as an optional subject under the name of gymnastics in all primary and secondary schools for boys. The instruction consists of marches and various military formations, setting-up exercises, and some elements of physical training. The training is given by army officers or noncommissioned officers. Most secondary schools have their own brass bands. All students of public schools wear distinctive uniforms of military pattern, which, however, have no relation to military education.

An attempt to introduce gun practice in the gymnasia was made in 1915, according to press advices, but no recent official reports confirm this information.

[1] Statement by Baron Pietro Arone di Valentino, first secretary of the Italian Embassy, Washington, D. C.

NETHERLANDS.

The work of military training of school youths is carried on in Holland entirely outside the schools by societies specially organized for this purpose. The most popular form of this activity is that of summer camps. The camps are organized for schoolboys over 15 years of age and are of 14 days' duration. This time is devoted by the boys entirely to physical and military exercises, swimming, and games. Target shooting and field-service drill are regularly practiced in the camps. The authorities provide for this purpose, without cost, instructors and physicians, as well as arms, ammunition, tents, blankets, and all other supplies that may be required.

Summer camp societies occasionally make arrangements for the boys in the summer camps for long excursions, either walking or bicycling.

Two organizations similar to Boy Scouts have recently developed in Netherlands. They are "Padvinders" (pathfinders) and "De Jonge Verkenners."

GREECE.[1]

Military gymnastics and rifle shooting have been recently much encouraged in the secondary schools of Greece. In 1911 rifle practice was prescribed for the students of gymnasia, institutions with a four-year course, corresponding to the American high schools. Instruction in shooting is given twice a week. Every year intercollegiate matches in target shooting are held in the larger cities. These matches are known as Σωτήρια (salvation), commemorating the failure of an attack upon the life of the late King. In Athens, where such contests are attended with much festivity, the King personally distributes the trophies.

Other annual games take place in various centers at Easter. In these games teams of pupils representing different primary schools compete in physical exercises and military movements. The best teams are awarded diplomas or trophies.

Physical training is given in all primary schools, and comprises, as a rule, simple military drill.

The Boy Scout movement is also rapidly gaining in popularity among schoolboys in Greece; it must be observed, however, that Greek Boy Scouts have strictly military organization, and the work done by them is in the nature of true military training.

[1] Statement by M. A. Vouros, Greek chargé d'affaires ad interim, Washington, D. C.

JAPAN.

Military training has a firm position in the Japanese school system, owing partly to the tradition assigning to military arts a prominent function in the education of boys, and partly to the modern development of military power in the nation.

In public schools military instruction is given in connection with gymnastics, but by separate teachers, mostly retired officers and noncommissioned officers.

Gymnastics and military instruction are taught in every school, the time allotted to these subjects varying from three to six hours per week.

The extent of military instruction in the several kinds of schools is shown in the following excerpts from official programs:

Elementary schools.—Military drill is obligatory for boys above 5 years of age. In the higher section of the course the drill consists of individual and section exercises.

Middle schools.—Military gymnastics is given throughout the course. It consists of horizontal-bar, shelf, wooden-horse, and parallel-bar exercises. Military drill consists of individual, section, and company drills, blank firing, and mimic fighting. Fencing and jiujitsu are optional.

In *higher schools, special colleges, and technical schools* of all grades gymnastics, including military drill, still forms an important part of the curriculum. In medical colleges military drill is practiced in the first year only.

MEXICO.[1]

Military training has been practiced in Mexican schools for over 25 years. As early as 1889 a national congress of teachers adopted a recommendation to State governments urging the introduction of military training in every school in the country. This recommendation was later acted upon by the legislative powers of the several States, with the result that military instruction was introduced in every Mexican school where competent instructors could be secured. A recent decree issued by First Chief Carranza gave added sanction and new stimulus to this work.

The regulations generally adopted provide as follows:

In elementary schools military training commences with the third grade, at the average age of 10 years. Regular classes are held twice a week, half an hour each; once every week there is drill in larger bodies, for which students of several schools are brought together.

In the third grade the training consists of free exercises and simple drill in individual movements. In the fourth grade pupils

[1] Statement by Prof. Gregorio Torres Quintero, chief of the department of education, State of Yucatan, Mexico.

receive wooden dummy rifles and are trained in exercises with arms up to and including the battalion formation.

The supply of competent instructors is secured by means of the thorough military training given in normal schools. Later, while pursuing their vocation, teachers are given the benefit of frequent conferences with Army officers in order that they may keep their military instruction up to date.

The course of public elementary schools in Mexico covers four years. For continuation study there are higher primary schools with a two-year course. These include an advanced course of military training in which much attention is given to rifle practice. For target work the students use service rifles of Mauser pattern and full-charge ammunition.

This work is continued in high schools, where target practice and drill with arms are pursued on a more extended scale.

ARGENTINA.[1]

Military training is obligatory in the last two years of public secondary schools, including national colleges, superior schools of commerce, superior industrial schools, and normal schools for teachers. The course of the secondary and normal schools covers from five to six years, the entrance age being from 14 to 16 years. Hence the students do not begin their military training until they are at least 17 years old. Private schools of corresponding grades have similar programs of military instruction.

The military training required in the last two years of the secondary school course is very thorough. It consists of drill with and without arms and rifle shooting, and occupies five hours per week. The instructors employed in this work receive careful training in a special institution called Escuela normal de educacion fisica. They must be graduated teachers, besides being experts in physical education. The army instructors employed are also graduates of special training schools.

Special attention is paid to target practice, for which purpose the Government furnishes service rifles (Mauser carbine, Argentine model) and ammunition. Both indoor and outdoor ranges are used. Target shooting is often done in teams representing various schools, which tends to stimulate the zeal of the students in this work. Those who have established a perfect record in marksmanship receive special credit in the form of one year's exemption from active service.

[1] Statement by Mr. Rómulo S. Naón, ambassador of Argentina to the United States, late minister of public instruction of Argentina.

BOLIVIA.[1]

Military training in the strict sense of the term is not a feature of the schools of Bolivia, but some exercises in simple military movements are included in the physical training which is given, as a rule, in elementary and secondary schools.

The Boy Scout movement has developed recently to a great extent, the organization following the same lines as in England or the United States. Special importance is attached to long excursions, in which the boys march in troops to distant points for the purpose of rendezvous with other units or simply for the mental and physical benefit derived from such excursions. The physical strength thus developed is indicated by the fact that the distance covered in a single excursion often exceeds 70 or 80 miles.

[1] Statement by Señor Don Ignacio Calderon, envoy extraordinary and minister plenipotentiary of Bolivia to the United States.

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APPENDIX I.

PROGRAM OF PREPARATORY MILITARY TRAINING IN BAVARIA.

1. Quick, silent movements in line and column, either at halt or at marching in a given direction.

Division of the school into platoons and squads, carried out as in company drill.

2. The formation of a skirmish line and quick, silent assembling. When assembling the men are required to take proper alignment and intervals without command.

3. Simple marchings in column with change of direction on command and signals.

4. Exercises in marching in accordance with hygienic instructions. Regulation of step length and cadence. Long, easy step must be insisted upon.

5. Terrain exercises and singing national songs may take place during the march.

5a. Simple exercises in security services on the march.

6. Formation of a skirmish line and its movement in conformity with a given terrain; these exercises should be occasionally interrupted by assembling in order to secure quick response to command.

7. Every movement of juvenile units should be smart and cheerful without, however, affecting the accuracy of the drill. Immediate and accurate execution of all commands, orders, and signals of the commanding officer is an absolute requirement.

8. Elements of knowledge of terrain, its importance and utilization in combat, connected with data relative to modern fire efficacy.

9. Description of terrain, with short, exact specifications of small objects, preliminary to the practice in examination and description of the target.

10. Visual exercises of various kinds.

11. Distance estimating.

12. Prompt naming and discerning of similar objects.

13. Mnemonic exercises with the view of preparing the pupils for reporting orally their observations.

14. Hearing exercises.

15. Making correct conclusions from observation of terrain.

16. Accurate and true reporting upon observations made; also reporting service generally.

17. Correct repetition of short orders.

18. Exact orienting of others in a terrain.

19. The use of the watch, compass, distance measuring apparatus, and the knowledge of Morse code.

20. The use of maps. More attention must be given, however, to the development of sight and hearing.

21. Flag signaling.

22. Field gymnastics.

23. Small emergency works: Tying knots, recovery of floating objects, use of rafts, making emergency boats, building log bridges, crossings of various kinds, construction of tents, cabins, dugout fireplaces, kindling a fire and cooking, camp works.

24. Emergency stretcher. First aid to wounded.

25. The utilization of terrain for cover and for approaching the enemy.

26. Position and digging-in of a skirmish line.

27. Quick movements from cover to cover, both in advance and retreat.

28. Instruction in mutual assistance.

29. Advance guard service; how to place the advance guard detachments, etc.

30. In all of the above exercises every opportunity must be used to employ the youths in independent errands in the services of orderlies, in transportation, relay, and scouting, in order to develop their resourcefulness, dependability, and trustworthiness.

31. All means must be used to train the youths in endurance and strong will. No task once undertaken should be given up. Every one must fulfill his duty to the end.

32. Purely physical training in free exercises, gymnastics, running, games, etc. These should be short but given frequently.

33. Theoretical instruction in evening hours and in bad weather.

APPENDIX II.

PROGRAM OF PREPARATORY MILITARY TRAINING IN SWITZERLAND.

PART 1.

First year (7 to 8 years).—Drill (position and alignment). Facing by jumps, individually. Simple arm and leg exercises. Marking time, marching in circle and serpentine; marching with songs. Equilibrium on a bench. Preparation for a jump. Simple games. Breathing exercises.

Second year (8 to 9 years).—Drill (fall in and fall out). Position in double ranks. Simple arm and leg exercises. Exercises preparatory to gymnastics with apparatus. Quick-time marching, countermarching, half-step and tip-toe marching. Exercises in equilibrium. Simple jumps. Games. Breathing exercises.

Third year (9 to 10 years).—Drill in close-order formation (formation of a column, opening and closing the ranks). Arm, leg, head, and trunk exercises. Change of step in marching; double-time. Simple exercises with apparatus. Various jumps. Games. Breathing exercises.

PART 2.

Fourth year (10 to 11 years).—Drill in close-order formation (turning individually and by elements). Combined exercises, arms and legs, head and trunk. Suspension exercises (wall, ladder, horizontal bar, and climbing pole). Marchings in various steps and in double-time. Exercises of support (beam and parallel bars). Various jumps. Games and swimming. Breathing exercises. (Official manual, first year.)

Fifth year (11 to 12 years).—Review of close-order drill of the preceding year. Simultaneous exercises of arms and legs, arms, and trunk. Various marchings. Gymnastics with apparatus. Various jumps. Games and swimming. Breathing exercises. (Official manual, second year.)

PART 3.

Sixth year (12 to 13 years).—Drill in close-order formation (taking distances and intervals). Free exercises with canes putting in action different parts of the body. Various marchings. Gymnastics with apparatus. Exercises in equilibrium. Various jumps; jumps with obstacles. Games and swimming. Breathing exercises. (Official manual, third year.)

Seventh year (13 to 14 years).—Drill in close-order formation. Free exercises and exercises with canes. Gymnastic with apparatus. Oblique marchings, marchings by squads, platoons, etc. Various jumps, with obstacles, etc. Games and swimming. Breathing exercises. (Official manual, fourth year.)

379
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